

## Assessment Schedule - Written Assessment

| Mark | Percentage | Judgement                                                                        | C | M | M max |
|------|------------|----------------------------------------------------------------------------------|---|---|-------|
|      |            | Competency is defined as 75% = 60 / 80<br>Marks towards merit = (Grade - 60) * 2 |   |   | 40    |

## Assessment Schedule - Case Study

| Assessing                                                                                                                                                                                                                                                                                                                                 | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                 | Judgement                                                                                                                                                                                                                                                                                                                                                                                                                                             | C | M | M max |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-------|
| <ul style="list-style-type: none"> <li>Assess client massage needs for sports and exercise</li> <li>Integrate knowledge of sports training and conditioning, sporting injuries, assessment and the application of sports massage techniques in the creation of a treatment programme tailored to the needs of a sports person.</li> </ul> | <ul style="list-style-type: none"> <li>Student writes a case study reporting on work with an athlete. This work must</li> <li>Research relating to the athlete's sport</li> <li>Assessment of the athlete</li> <li>Design and application of a sports massage treatment programme which is tailored to the needs of the sports person</li> <li>Reflection on what worked well and what could be improved</li> <li>Referencing</li> </ul> | Client is an athlete whose sport and training programme have been identified                                                                                                                                                                                                                                                                                                                                                                          |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Muscle groups that could be affected by the athlete's sporting and training activities are identified                                                                                                                                                                                                                                                                                                                                                 |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Research of the impact of the athlete's sport on the athlete's body is comprehensive and well described                                                                                                                                                                                                                                                                                                                                               |   |   | 7     |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assessment findings are described and include findings from a minimum of three of the following types of assessment                                                                                                                                                                                                                                                                                                                                   |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>subjective assessment</li> <li>palpation</li> <li>postural analysis</li> <li>range of motion testing</li> </ul>                                                                                                                                                                                                                                                                                                |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assessment findings are interpreted                                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Process and findings are comprehensive and well-described</li> <li>Interpretation of these assessment findings is logical, and relates well to the findings of the research process</li> </ul>                                                                                                                                                                                                                 |   |   | 10    |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | A sports massage treatment programme is described which includes                                                                                                                                                                                                                                                                                                                                                                                      |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Specific massage techniques &amp; reasons for these techniques</li> <li>Consideration of massage for pre-event massage and post-event massage</li> <li>The results of the treatment programme.</li> </ul>                                                                                                                                                                                                      |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sports massage treatment programme design                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Massage techniques chosen relate well to goals, assessment findings and research findings</li> <li>Description of the differences between pre-event, post-event massage and massage for optimisation of sporting performance demonstrates good understanding</li> <li>Lifestyle modification or therapeutic exercises chosen are well suited to to goals, assessment findings and research findings</li> </ul> |   |   | 15    |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Treatment programme application                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>The application of the treatment programme and the results of this programme is well-described.</li> <li>Results are described with reference to the original assessment findings.</li> <li>If modifications to the programme are required, these modifications and the rationale for these modifications is described</li> </ul>                                                                              |   |   | 5     |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Includes a description of work with a sporting injury (real or imagined) that could occur as a result of the demands of the athlete's sport.                                                                                                                                                                                                                                                                                                          |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>The practices described must be safe for client and therapist</li> <li>Understanding of working with sporting injuries</li> <li>Injury description includes the date of the original injury, or that it is an over-use injury</li> <li>The effects of injury progression over time are considered (if relevant).</li> <li>Treatment described is logical</li> </ul>                                            |   |   | 8     |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Case study must include a reflection that notes what the student did well, and what could be improved on                                                                                                                                                                                                                                                                                                                                              |   |   |       |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reflection is comprehensive and includes a reasonable discussion about how the treatment could be improved.                                                                                                                                                                                                                                                                                                                                           |   |   | 5     |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Referencing is in good APA style throughout                                                                                                                                                                                                                                                                                                                                                                                                           |   |   | 5     |
|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          | Writing is well structured                                                                                                                                                                                                                                                                                                                                                                                                                            |   |   | 5     |

Competency (C | NYC | NC):

Marks towards a merit:

0

Overall

Merit %age: 0

Grade: